

LEVEL I LICENSURE PORTFOLIO

Part II

Entry 5: Teaching Over Time	
Purpose	Through a unit (or units) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.
Principles to Be Addressed	All 16 principles
Required Documentation	<ul style="list-style-type: none"> • Unit plan of study in endorsement area(s) which is researched, designed, and implemented • At least five lessons from the unit that capture the essence of student learning and the impact of your teaching • Analyzed samples of student work and other evidence of student learning • A video tape, transcription or detailed supervisor's notes of one lesson taught • Sample record keeping
Directions	<p>Select a unit of instruction from your student teaching that you have researched, designed and implemented. (Whenever possible refrain from using packaged materials and commercial worksheets.)</p> <p>From the unit select at least five lessons that capture the essence of student learning and the impact of your teaching.</p> <p>Describe both the classroom and academic context for the unit.</p> <p>Analyze your teaching and student work in relation to the <i>16 Principles for Vermont Educators</i> as indicated in the rubric for this entry.</p> <p>Reflect on your strengths and challenges in relation to researching, designing, and implementing future units of instruction.</p>

SCORING RUBRIC- Entry 5: Through a unit(s) of study candidates demonstrate the ability to plan, implement, and evaluate instruction to improve student learning, and to demonstrate competency in the endorsement area(s) sought.

Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#1		There is limited evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> .	There is some evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> .	There is appropriate evidence that the candidate has the knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i> .	
#2		There is limited evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	There is some evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	There is appropriate evidence that the candidate understands how individuals learn and grow and provides learning opportunities that support intellectual, physical, social, and emotional development.	
#3		There is limited evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	There is some evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	There is appropriate evidence that the candidate understands how individuals and groups differ and creates equitable instructional opportunities that respond to the needs of all students.	
#4		There is limited evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> .	There is some evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> .	There is appropriate evidence that the candidate understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i> .	

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Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
		<i>Learning Opportunities and Grade Expectations.</i>	<i>Learning Opportunities and Grade Expectations.</i>	<i>Learning Opportunities and Grade Expectations.</i>	
#5		There is limited evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	There is some evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	There is appropriate evidence that the candidate creates a classroom climate that encourages respect for self and others, positive social interaction, and personal health and safety.	
#6		There is limited evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests.	There is some evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests.	There is appropriate evidence that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the Vermont Framework or <i>Grade Expectations</i> , knowledge of subject matter, and student needs and interests.	
#7		There is limited evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	There is some evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	There is appropriate evidence that the candidate uses multiple assessments to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.	
#8		There is limited evidence that the candidate integrates students with disabilities into appropriate learning situations.	There is some evidence that the candidate integrates students with disabilities into appropriate learning situations.	There is appropriate evidence that the candidate integrates students with disabilities into appropriate learning situations.	

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#9		There is limited evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	There is some evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	There is appropriate evidence that the candidate integrates current digital and material technologies in instruction and assessment to enhance student learning.	
#10		There is limited evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	There is some evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	There is appropriate evidence that the candidate understands conditions and actions which would tend to discriminate against students on the basis of socio-economic level, sex, race, color, creed, age, sexual orientation, disability, or national origin, and takes proactive steps to address diversity.	
#11		There is limited evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.	There is some evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.	There is appropriate evidence that the candidate works as a team member and establishes collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students' learning and well-being, and to implement the school's goals and articulated curriculum.	
#12		There is limited evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	There is some evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	There is appropriate evidence that the candidate recognizes multiple influences on students inside and outside the school and accesses appropriate systems of support for students.	

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Principles	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
#13		There is limited evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	There is some evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	There is appropriate evidence that the candidate understands laws related to student and educator rights and responsibilities, and applies current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and treats students and colleagues fairly and equitably.	
#14		There is limited evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	There is some evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	There is appropriate evidence that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning.	
#15		There is limited evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	There is some evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	There is appropriate evidence that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning.	
#16		There is limited evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	There is some evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	There is appropriate evidence that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood.	